Must Haves in a IEP Subsequent for Elementary Teachers Special Services Department 21-22



Locating the Educational Needs on the Current MEEGS

Go to Documents and locate the most current MEEGS

EDUCATIONAL NEEDS: Reading, Math Problem Solving

Educational Needs have to be included in the Objective Statement

Describe

Valentine is a third-grader who is having difficulty in the regular class with appropriate accommodations and modifications. He is currently being serviced in Special education under the classification of a Specific Learning Disability. Valentine's current Educational needs include written expression, basic reading, reading comprehension, reading fluency, math calculation, math problem solving, speech and language, as well as fine motor. He has direct services for 3 hours a day to address these needs. Valentine is often fidgety and restless and needs reminders to stay on task. Valentine has not shown proficiency in grade-level state standards even with interventions. On his most recent progress monitoring, Valentine obtained a scaled score of on the I-station Math and Reading assessments. He also scored a---score on the Easy CBM Writing Probes assessment.

Educational Needs- Current Progress Monitoring and scores have to be included in the Objective Statement

Describe

Valentine is a third-grader who is having difficulty in the regular class with appropriate accommodations and modifications. He is currently being serviced in Special education under the classification of a Specific Learning Disability. Valentine's current Educational needs include written expression, basic reading, reading comprehension, reading fluency, math calculation, math problem solving, speech and language, as well as fine motor. He has direct services for 3 hours a day to address these needs. Valentine is often fidgety and restless and needs reminders to stay on task. Valentine has not shown proficiency in grade-level state standards even with interventions. On his most recent progress monitoring, Valentine obtained a scaled score of on the I-station Math and Reading assessments. He also scored a.... score on the Easy CBM Writing Probes assessment.

Sample Overall Objective statement with all areas addresses appropriately

Valentine is a third -grader at Sample Elementary school who is having difficulty in the regular class with appropriate accommodations and modifications. He is currently being serviced in Special education under the classification of a Specific Learning Disability. Valentine's current Educational needs include written expression, basic reading, reading comprehension, reading fluency, math calculation, math problem solving, speech and language, as well as fine motor. Valentine is able to read one-syllable words but struggles when decoding multisyllabic words. He is able to add and subtract but struggles when regrouping is needed. He attempts to spell words phonetically but rarely is able to spell sight words in isolation. He can write simple sentences and som etim es is able to write more complex sentences. Valentine has direct services in a special education setting for 3 hours a day to address these needs. Valentine has not shown proficiency in grade-level state testing and standards even with interventions. On his most recent progress monitoring, Valentine obtained a scaled score of on the I-station Math and Reading assessments. He also scored a ----- score on the Easy CBM. Valentine currently has all passing grades, but still needs direct instruction and a modified grading system to be successful. He does not currently need special transportation and specific Assistive Technology. The team has a few behavior concerns that will be addressed with the team and decided if goals and objectives are appropriate at this time. He is often fidgety and restless and needs reminders to stay on task. Valentine has acquired several friendships with his classmates and is very social in class. He is currently progressing in all of his current IEP goals and objectives. ESY has been discussed with the team and deemed not necessary at this time.

All Educational Needs have to be checked correctly to match what is on the MEEGS

Identify the educational needs resulting from the child's disability, which may require special education, related services, supplementary aids, supports for personnel, or madifications

modifications.			
Academic Readiness	Academics - Oral Expression	Academics-Basic Reading Skills	Academics-Listening Comprehension
Academics-Math Calculation	Academics-Math Problem Solving	Academics-Reading Comprehension	Academics-Reading Fluency
Academics-Written Expression	Adaptive Behavior	Cognitive Development	Communication Development
Fine Motor	Gross Motor	Hearing	Medical/Physical Needs
Sensory Processing	Social/Emotional Behavior	Speech/Language	Vision
Transition: Education/Training	Transition: Employment	Transition: Independent Living	Transition: Community Participation

There should be a Goal and two objectives for Each Educational Need Checked

Goal Area of Need Academics-Basic Reading Skills Baseline

∨ Goal

Area of Need

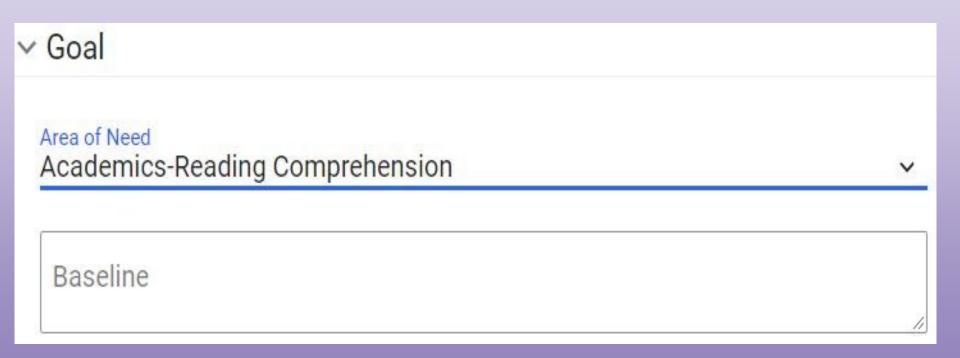
Academics-Math Calculation

Baseline

✓ Goal

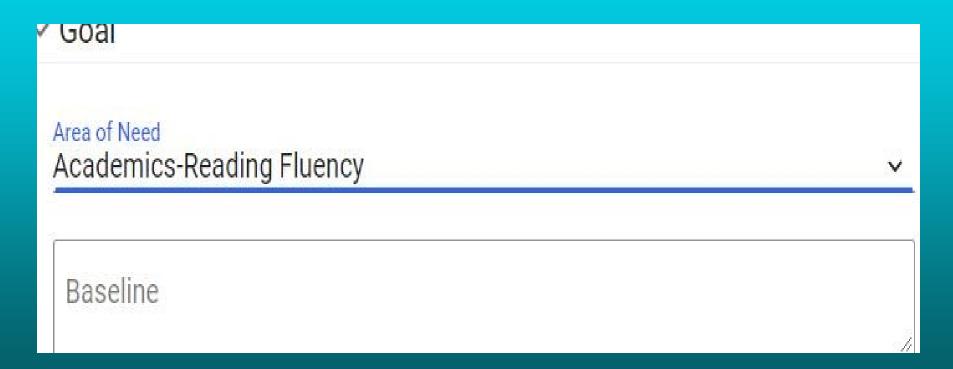
Area of Need
Academics-Math Problem Solving

Baseline

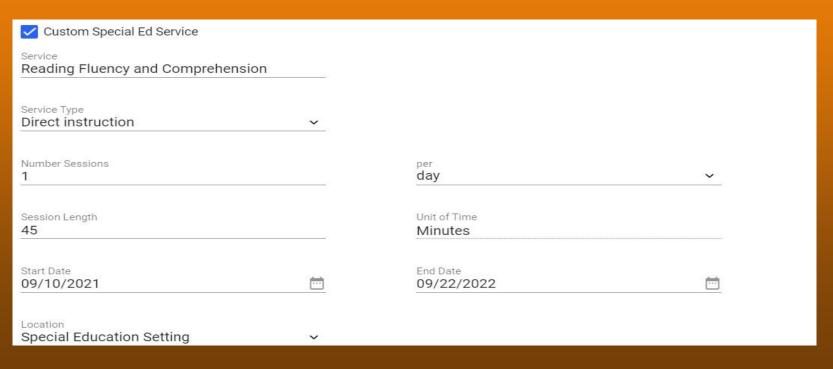


Goals and Objectives

∨ Goal Area of Need Academics-Written Expression Baseline



Every Educational Need has to be addressed on the Services Page- Can be direct or monitor

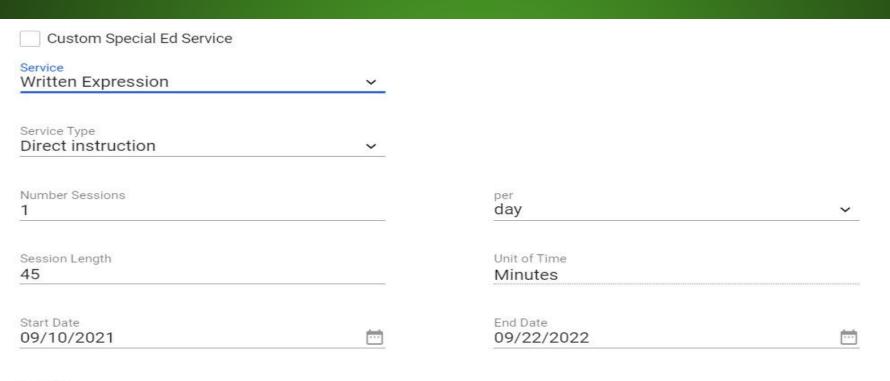


Every Educational Need has to be addressed on the Services Page- Can be direct or monitor



Special Education Setting

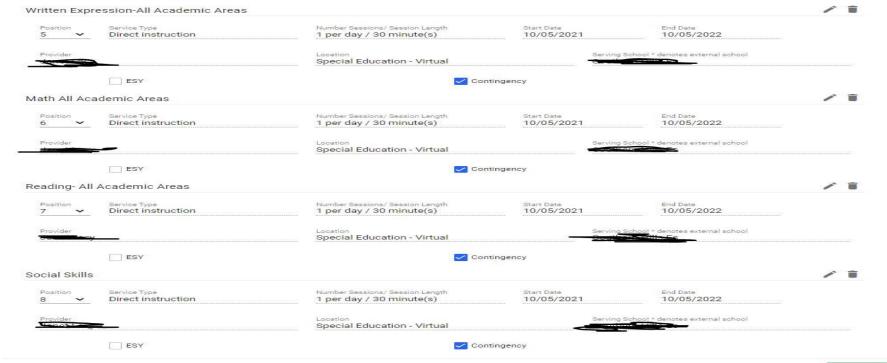
Every Educational Need has to be addressed on the Services Page- Can be direct or monitor



Location

Special Education Setting

Contingency Services have to have a separate line and be checked for every direct or monitor service listed



OSDE and Classroom Accommodations Lists have to Match-Classroom list may have additional items

~ Class/Activity Accommodations ADD ACCOMMODATIONS V OSTP - Grade 3-8 FLA EDIT/ADD ACCOMMODATIONS ~ Reading Accommodation(s) Accommodation(s) P4a. Text-to-Speech built into online testing client (Math, Science, U.S. History, Grade 5 & 8 ELA writing sections only) P4a. Text-to-Speech built into online testing client (Math, Science, U.S. History, Grade 5 & 8 ELA writing sections only). P9. Use a calculator on Grades 3-5 Mathematics. S2. Small group testing (8-10 maximum). P9. Use a calculator on Grades 3-5 Mathematics. T1. Flexible schedule same day T2. Administer test over several sessions or "chunking" (except writing tasks/sections). S2. Small group testing (8-10 maximum). T3. Allow frequent breaks during one test session (maximum 10-15 duration). T1. Flexible schedule same day. Provide opportunity to leave class for resource assistance. Provide visual aids (pictures, flash cards, etc.). T2. Administer test over several sessions or "chunking" (except writing tasks/sections) Allow extra time for oral response. Provide Calculator T3. Allow frequent breaks during one test session (maximum 10-15 min. duration). Provide frequent feedback. Use a variety of questioning techniques. V OSTP - Grade 3-8 Math ~ Math EDIT/ADD ACCOMMODATIONS Accommodation(s) Accommodation(s) P4a. Text-to-Speech built into online testing client (Math, Science, U.S. History, Grade 5 & 8 ELA writing sections only) P9. Use a calculator on Grades 3-5 Mathematics P4a. Text-to-Speech built into online testing client (Math, Science, U.S. History, Grade 5 & 8 ELA writing sections only). S2. Small group testing (8-10 maximum). T1. Flexible schedule same day. P9. Use a calculator on Grades 3-5 Mathematics T2. Administer test over several sessions or "chunking" (except writing tasks/sections). S2. Small group testing (8-10 maximum). T3. Allow frequent breaks during one test session (maximum 10-15 duration) Provide opportunity to leave class for resource assistance. T1. Flexible schedule same day. Provide visual aids (pictures, flash cards, etc.). Allow extra time for oral response. T2. Administer test over several sessions or "chunking" (except writing tasks/sections) Provide frequent feedback. T3. Allow frequent breaks during one test session (maximum 10-15 min. duration) Provide Calculator. Use a variety of questioning techniques

Other reminders for all IEPs written moving forward

- -You should be checking current MEEGS before every meeting for Educational Needs and Disability Category
- -A meeting invitation should be drafted for each meeting attempt
- -All contacts should be logged before finalizing the meeting
- -All Goals and objectives have been rewritten to reflect the new Edplan system
- -Drafts are being emailed and sent to Administrators and Parents before the meeting
- -You have reached out to Nicole or Doretha if you are going to be suggesting a BIP be included in the IEP
- -Please use the new Special Services Annual IEP Checklist for Compliance of your IEPs before they are finalized-REACH out to YOUR Coordinator with Ouestions.